

Council on Postsecondary Education
May 22, 2006

State-Level Accountability for Student Learning

This agenda item updates the Council on continued work with (a) NSSE since 2001 and now the Community College Survey of Student Engagement and (b) the measure of student learning developed in the pilot project with the National Forum on College-Level Learning.

At the May 2004 Council meeting, George Kuh, director of the Center for Postsecondary Research at Indiana University, and Margaret Miller, director of the National Forum on College-Level Learning, presented information on two projects: the National Survey of Student Engagement and the National Forum on College-Level Learning. These projects promised to inform national standards for measuring student learning at the college level. Both presenters pointed to CPE's and Kentucky's leadership at the national level in implementing state level assessment of the quality of student learning in college. The Council's 2005-2010 Public Agenda continues to focus its strategic initiatives and accountability system on improving the quality of the learning experience in addition to increases in postsecondary education access. Increased student retention and graduation are critical with the tremendous growth that will be necessary in the system to achieve Kentucky's 2020 baccalaureate attainment goals.

The 2005-2010 Public Agenda includes four key indicators to measure Kentucky's progress in preparing college graduates for life and work. These are included in the NSSE and College-Level Learning assessments.

State Level Indicators:

1. College Graduate Performance on Statewide Learning Assessments
2. Performance on Licensure and Graduate School Entrance Exams

Institutional Level Indicators:

1. Student Engagement Scores
2. Civic Participation of Students

Use of the National Survey of Student Engagement

The NSSE is an important tool in measuring progress in the quality of Kentucky's undergraduate student experience. The NSSE survey collects quality of learning data from undergraduate students that can be used to support institutional improvement and accountability. The Council also has used NSSE information to assess the level of civic engagement of Kentucky's undergraduates. In the first six years since the introduction of the survey nationally, over 970 different colleges and universities have participated in NSSE. Use of the survey continues to grow, making it a leading source of valid and reliable information

about student behaviors and institutional actions that matter to student learning success in college. In 2001, the first year of implementation, Kentucky was one of just six states that mandated systemwide administration of the NSSE. As of 2005, 12 other states had implemented the NSSE as part of an overall accountability system to improve undergraduate instruction.

The Community College Survey of Student Engagement, a parallel assessment to NSSE, is designed to assess student learning environments on two-year college campuses. The Kentucky Community and Technical College System is implementing the CCSSE for the first time in the spring of 2006. All remaining KCTCS colleges will have participated in the CCSSE by summer 2008.

NSSE Results

Public four-year institutions implemented the NSSE in 2001, 2003, and 2005. Attachment A provides a summary of the results for the 2005 NSSE administration at the four-year public universities. Using approximately 225,000 randomly selected students from 518 institutions nationally that participated in NSSE 2005, each Kentucky public four-year institution received a benchmark report in fall 2005 that compared their students' performance with selected peer groups and the 2005 national norms. These benchmark reports provide detailed data tables that highlight whether student engagement at Kentucky's public four-year universities differs in a significant way from the average student in the respective comparison groups.

The NSSE 2005 Benchmark Summary Report provides nontechnical, aggregated results from the various institutional benchmark reports. A negative sign (-) in a table indicates that students at the Kentucky institution responded statistically below students in the comparison group. A positive sign (+) indicates that students at the Kentucky institution responded statistically above students in the comparison group. No sign indicates that students at Kentucky institutions were engaged at levels equal to the comparison group.

In general, many students at Kentucky's public four-year institutions experience levels of engagement similar to their counterparts across the country. However, 31 percent of the national benchmark comparisons with Kentucky institutions were below national comparison groups, or groups that include all institutions participating in the 2005 administration. Independent institutions, including small, private, liberal arts institutions, are included in the national groups and generally increase the national averages because of higher levels of undergraduate engagement. A more direct comparison by peer group institutions showed just 23 percent of the peer comparisons below national peers. For the comprehensive institutions, the peer group represents other master's degree-granting colleges and universities and for the University of Kentucky and the University of Louisville the peer group represents other major doctoral degree-granting universities.

The Council's Quality and Accountability Policy Group reviewed these results at its March 2006 meeting and requested that the information be presented to the full Council. Overall, the policy group members are concerned with the aspects of student engagement that

continue to remain below national levels and will consider the implications for developing state-level policy.

Use of NSSE/CCSSE Results to Improve Student Learning

The Council has incorporated NSSE/CCSSE into the overall accountability system. Goals are set for key indicator improvement at the institutional level, both in the five benchmarks of effective educational practice and in undergraduate civic engagement. Additionally, the Council staff is ensuring that student affairs professionals are part of the campus response in creating educational environments that promote student success. Finally, a statewide conference is planned to bring campus leaders together with national experts to discuss the results and new ways to improve student learning. This meeting also will emphasize the importance of undergraduate education in the mission of the institutions.

Campus missions were re-emphasized as part of the 2005-2010 Public Agenda development with an emphasis on the undergraduate experience. The implementation of the Performance Funding Component has allowed institutions the option to choose NSSE performance as an institutional choice variable as a basis for funding. The Council continues the dialogue with the Southern Association of Colleges and Schools, the regional accrediting agency for Kentucky's universities, to align accreditation requirements with accountability initiatives in the Public Agenda. The quality of the student experience has been a consistent part of the accountability system in both Public Agenda documents spanning eight years, recognizing that improvements in the campus academic environment require time for proper assessment, planning, and implementation.

Kentucky Conference on Student Engagement

The Council is sponsoring a Student Engagement Conference May 23 and 24, 2006, in advance of the Faculty Development Conference, to feature sessions with the NSSE Institute staff. The theme of the conference, "Moving from Data to Practice," emphasizes the importance of using the three sets of NSSE results to make substantial campus revisions in areas that remain below national benchmarks. Dr. John Roush, president of Centre College, will address the conference. Centre has been highlighted nationally as an exemplary institution in using and promoting NSSE results for institutional improvement.

The opening plenary session will feature an in-depth workshop with NSSE staff who recently completed a two-year research project examining 20 educationally effective colleges. The Documenting Effective Educational Practice Project resulted in several publications to help institutions assess campus characteristics and policies that contribute to high levels of student success. Additional sessions will highlight the use of the CCSSE for two-year institutions.

Chief Student Affairs Officers Meeting

Student support services are an increasingly important part of the undergraduate student experience. On May 1, the Chief Student Affairs Officers met in Frankfort to discuss the role

of student services to help improve graduation rates and address the quality of the learning environment to promote student engagement. Plans to significantly increase student enrollments are particularly important to student affairs offices because of their responsibilities to provide residence halls, food services and wellness, counseling, recreational, and orientation programming. The Chief Student Affairs Officers stressed the importance of student activities to promote civic engagement, leadership development, workplace values, and appreciation of diverse cultures, ethnicities, and communities.

Civic Engagement

With the first statewide NSSE implementation in 2001, Kentucky universities identified a specific set of items to measure civic engagement. Kentucky college senior participation in community-based projects and in experiences that contribute to their personal development in contributing to the welfare of their community remains below national averages. However, the state's increases in these college experiences between 2003 and 2005 exceeded the national level increases.

Despite the increases, the Council continues to work to improve civic engagement and led the effort to create the Kentucky Campus Compact. The establishment of the Kentucky Campus Compact at Northern Kentucky University and the appointment of executive director, Gayle Hilleke, will provide statewide leadership to increase curriculum-based service learning experiences. Already, the Kentucky Campus Compact office has submitted a Learn and Serve application to the Corporation for National and Community Service in Washington, DC. If selected, the award would support a competitive RFP process to distribute the funds to Kentucky institutions. Dr. Hilleke also has submitted a concept paper to the CNCS state office in Louisville for VISTAs that could be granted to Kentucky institutions through an application process. The corporation's state offices are federal offices staffed by federal employees in the state. They conduct public outreach and program support. They are directly responsible for developing grants and projects and for overseeing all Senior Corps and AmeriCorps*VISTA projects within their states.

Themes for upcoming projects from Kentucky Campus Compact include institutionalization of service-learning and civic engagement in colleges and universities, using service learning and civic engagement to improve access and success for students and collaboration between two-year and four-year schools and independent and public schools around service learning and civic engagement.

Institutional Use of NSSE

At the request of the Quality and Accountability Policy Group chair, campuses were polled to determine how the NSSE results have been used to date. Overall, Kentucky four-year institutions find NSSE to be a valuable survey. The campus uses of NSSE data are presented in Attachment B.

National Forum on College-Level Learning

Kentucky led other states in the use of NSSE to measure student experiences and engagement but sought more direct measures of the student learning outcomes. In 2002, Kentucky was the only state that provided data for the National Center for Public Policy in Higher Education's *Measuring Up* preliminary indicators of educational capital. Kentucky then joined four other states for the 2004 report, participating in the National Forum on College-Level Learning, to provide state leaders with comparable information on college-level learning.

Between 2002 and 2004 the project team assembled information on the National Adult Literacy Survey and on graduate admission and licensure tests for each demonstration state. Meanwhile, the states administered general intellectual skills tests to a random sample of students at a representative sample of public and independent two- and four-year institutions. The results were published in September 2004 and showed that the two-year system students performed at high levels on the WorkKeys exams, especially business writing (see <http://measuringup.highereducation.org/survey.cfm>). Four-year college undergraduate performance was less competitive, with below average assessments of writing, problem-solving, and competitive admissions results. At the conclusion of the project the authors noted, "Despite substantial challenges, the National Forum's five-state demonstration project achieved its principal objective of showing the feasibility of assembling indicators of collegiate learning on a comparable basis across multiple states."

As part of the Council's 2006-08 biennial budget, \$150,000 will be used to collect information on Kentucky college student performance on national assessments of learning. A statewide sample of four-year and two-year students will be tested. Individual student intellectual skills assessments will be conducted in fall 2007.

Continued Work in Student Learning

The Council's accountability system monitors student learning with both state and institutional key indicators. The Quality and Accountability Policy Group will continue to review learning outcomes and make policy recommendations to strengthen engagement in the postsecondary experience. Institutions will have opportunities at the upcoming statewide meetings to review their student outcome results and develop appropriate institutional responses for improvement. Using NSSE and CCSSE and continued participation in the *Measuring Up* college-level learning projects are central to this work.

**Kentucky Council on Postsecondary Education
NSSE 2005 Benchmark Summary Report
March 2006**

Kentucky Public Four-Year Universities



Introduction

Why is NSSE important to Kentucky Postsecondary Education?

Research on the impact of college on students consistently indicates that the more students are engaged in effective educational practices, both inside and outside the classroom, the more they will learn and develop during college. Thus, in order to help focus discussions about the importance of student engagement on collegiate quality and guide institutional improvement efforts, the National Survey of Student Engagement (NSSE) created five clusters or benchmarks of effective educational practice: (1) level of academic challenge, (2) active and collaborative learning, (3) student-faculty interaction,; (4) enriching educational experiences, and (5) supportive campus environment.

Using approximately 225,000 randomly selected students from 518 institutions that participated in NSSE 2005, each Kentucky public four-year institution received a “Benchmark Report” in fall 2005 that compared their students’ performance with selected peer groups and the 2005 national norms. These benchmark reports provide detailed data tables that highlight whether student engagement at Kentucky’s public four-year universities differs in a significant way from the average student in the respective comparison groups.

The NSSE 2005 Benchmark Summary Report provides nontechnical, aggregated results from the various institutional benchmark reports. A negative sign (-) in a table indicates that students at the Kentucky institution responded statistically below students in the comparison group, a positive sign (+) indicates that students at the Kentucky institution responded statistically above students in the comparison group, and no sign indicates that students at Kentucky institutions were engaged at levels equal to the comparison group. For the comprehensive universities, the peer comparison group represents other master’s granting colleges and universities and for UK and UofL, the peer group represents other major doctoral granting universities.

It is important to note that given the way NSSE generates its benchmark reports, students at both public and private colleges and universities are included in the respective peer and national comparison groups. NSSE research indicates that in general, students at private colleges and universities are more engaged than their counterparts at public institutions. Thus, in the following analysis, student engagement levels for both the peer institutions and the national norms are likely higher than they would be if students at only public institutions were included in the analysis. Consequently, where students at Kentucky institutions respond at engagement levels equal to or above the peer institutions or national norms, they are performing at levels comparable to students at both public and private institutions.

What do we hope to accomplish by Kentucky’s participation in NSSE?

One of the six goals outlined in HB 1 is for Kentucky postsecondary education to deliver educational services at a quality and quantity comparable to the national average. In the 2005-2010 Public Agenda, the Council adopted NSSE as one of its institutional key indicators. NSSE provides an indirect proxy for assessing the quality of undergraduate education and a way to assess progress on whether college graduates are prepared for life and work in Kentucky. For each of the NSSE benchmarks, a brief summary analysis highlights the extent to which students at Kentucky public four-year institutions engage in effective educational practices at levels comparable to students at peer institutions and to the national average. Some concluding thoughts are also provided on the last page of the report. In the upcoming months, year-to-year comparisons will also be analyzed in order to gain a better understanding of change over time and help inform state and institution level discussions on increasing the quality of the undergraduate experience.

Level of Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance. NSSE survey items that comprise *Level of Academic Challenge* include:

- Preparing for class (studying, reading, writing, rehearsing, etc., related to academic programs).
- Number of assigned textbooks, books, or book-length packs of course readings.
- Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and less than 5 pages.
- Coursework emphasizing analysis of the basic elements of an idea, experience, or theory.
- Work emphasizing synthesis and organizing information into new, more complex interpretations.
- Work emphasizing the making of judgments about the value of information, arguments, or methods.
- Work emphasizing application of theories or concepts to practical problems or in new situations.
- Working harder than anticipated to meet an instructor's standards or expectations.
- Campus environment emphasizing time studying and on academic work.

<i>Level of Academic Challenge</i>						
	First-Year Students			Seniors		
	KY	Peer	National	KY	Peer	National
EKU						
Morehead						
Murray						
NKU		-	-		-	-
WKU		-	-		-	-
UK			-			
UofL		-	-			
Notes: For the comprehensive institutions, the peer group represents other master's granting colleges and universities and for UK and UofL, the peer group represents other major doctoral granting universities. A negative sign indicates students at the Kentucky institution responded statistically ($p < .01$) below students in the peer group. A positive sign indicates students at the Kentucky institution responded statistically ($p < .01$) above students in the peer group. KSU is not listed in the table because they did not participate in NSSE 2005. KSU is registered to participate in NSSE 2006 and all Kentucky institutions are currently scheduled to participate again in NSSE 2007.						

Analysis

- According to NSSE, there is no difference in the level of perceived academic challenge among Kentucky's public four-year institutions.
- For first-year students, four of the seven institutions perform at comparable levels to their peers and three of seven perform at comparable levels to the national norms.
- For seniors, five of the seven institutions perform at comparable levels to their peers and to the national norms.

Active and Collaborative Learning

Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily, during, and after college. NSSE survey items that comprise *Active and Collaborative Learning* include:

- Asked questions in class or contributed to class discussions.
- Made a class presentation.
- Worked with other students on projects during class.
- Worked with classmates outside of class to prepare class assignments.
- Tutored or taught other students.
- Participated in a community-based project as part of a regular course.
- Discussed ideas from readings or classes with others outside of class.

<i>Active and Collaborative Learning</i>						
First-Year Students				Seniors		
	KY	Peer	National	KY	Peer	National
EKU						
Morehead						
Murray						
NKU					-	-
WKU	+					
UK	-	-	-			
UofL	-		-	-		-
Notes: For the comprehensive institutions, the peer group represents other master's granting colleges and universities and for UK and UofL, the peer group represents other major doctoral granting universities. A negative sign indicates students at the Kentucky institution responded statistically ($p < .01$) below students in the peer group. A positive sign indicates students at the Kentucky institution responded statistically ($p < .01$) above students in the peer group. KSU is not listed in the table because they did not participate in NSSE 2005. KSU is registered to participate in NSSE 2006 and all Kentucky institutions are currently scheduled to participate again in NSSE 2007.						

Analysis

- According to NSSE, first-year students at UK and UofL experience less active and collaborative learning than their counterparts at other Kentucky institutions; whereas, first-year students at WKU experience a greater level of active and collaborative learning than students at other Kentucky institutions.
- Seniors at UofL also experience less active and collaborative learning than their counterparts at other Kentucky institutions. Research suggests that it is more difficult to engage students outside the classroom when a larger proportion of the student body commutes and is nontraditional.
- For both first-year students and seniors, six of the seven institutions perform at comparable levels to their peers and five of seven perform at comparable levels to the national norms.

Student-Faculty Interaction

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life long learning. NSSE survey items that comprise *Student-Faculty Interaction* include:

- Discussed grades or assignments with an instructor.
- Talked about career plans with a faculty member or advisor.
- Discussed ideas from your readings or classes with faculty members outside of class.
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.).
- Received prompt feedback from faculty on academic performance (written or oral).
- Worked with a faculty member on a research project outside of course or program requirements.

<i>Student-Faculty Interaction</i>						
First-Year Students				Seniors		
	KY	Peer	National	KY	Peer	National
EKU				+	+	
Morehead						
Murray						
NKU					-	-
WKU						
UK	-		-			
UofL						-
Notes: For the comprehensive institutions, the peer group represents other master's granting colleges and universities and for UK and UofL, the peer group represents other major doctoral granting universities. A negative sign indicates students at the Kentucky institution responded statistically ($p < .01$) below students in the peer group. A positive sign indicates students at the Kentucky institution responded statistically ($p < .01$) above students in the peer group. KSU is not listed in the table because they did not participate in NSSE 2005. KSU is registered to participate in NSSE 2006 and all Kentucky institutions are currently scheduled to participate again in NSSE 2007.						

Analysis

- According to NSSE, first-year students at UK experience less student-faculty interaction than their counterparts at other Kentucky institutions; whereas, seniors at ECU experience a greater level of student-faculty interaction than students at other Kentucky institutions.
- For first-year students, all seven of Kentucky's public four-year institutions perform at comparable levels to their peers and six of seven perform at comparable levels to the national norms.
- For seniors, five of the seven institutions perform at comparable levels to their peers and students at ECU perform above their peers on this benchmark.
- Seniors at five of the seven Kentucky institutions perform at comparable levels to the national norms.

Enriching Educational Experiences

Complementary learning opportunities inside and outside the classroom augment academic programs. Experiencing diversity teaches students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge. The NSSE survey items that comprise *Enriching Educational Experiences* include:

- Participating in co-curricular activities (organizations, publications, sports, etc.).
- Practicum, internship, field experience, co-op experience, or clinical assignment.
- Community service or volunteer work.
- Foreign language coursework and study abroad; independent study or self-designed major.
- Culminating senior experience (comprehensive exam, capstone course, thesis, etc.).
- Serious conversations with students of different religious beliefs, political opinions, or values.
- Serious conversations with students of a different race or ethnicity.
- Using electronic technology to discuss or complete an assignment.
- Campus encourages contact with students from different economic, social, or ethnic backgrounds.
- Participate in a formal program where groups of students take two or more classes together.

<i>Enriching Educational Experiences</i>						
First-Year Students				Seniors		
	KY	Peer	National	KY	Peer	National
EKU	-	-	-			-
Morehead		-	-		-	-
Murray						
NKU			-	-	-	-
WKU			-	+		-
UK		-	-			
UofL					-	-
Notes: For the comprehensive institutions, the peer group represents other master's granting colleges and universities and for UK and UofL, the peer group represents other major doctoral granting universities. A negative sign indicates students at the Kentucky institution responded statistically ($p < .01$) below students in the peer group. A positive sign indicates students at the Kentucky institution responded statistically ($p < .01$) above students in the peer group. KSU is not listed in the table because they did not participate in NSSE 2005. KSU is registered to participate in NSSE 2006 and all Kentucky institutions are currently scheduled to participate again in NSSE 2007.						

Analysis

- According to NSSE, first-year students at EKU and seniors at NKU experience less enriching activities than their counterparts at other Kentucky institutions and seniors at WKU experience more.
- For first-year students and seniors, four of the seven institutions perform at comparable levels to their peers and two of seven perform at comparable levels to the national norms.
- A number of the items that comprise this benchmark, including participating in co-curricular activities, studying abroad, and internships, are linked to institutional selectivity and family income.

Supportive Campus Environment

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus. NSSE used the following survey items to measure the *Supportive Campus Environment*.

- Campus environment provides the support needed to succeed academically.
- Campus environment helps students cope with non-academic responsibilities (work, family, etc.).
- Campus environment provides the support needed to thrive socially.
- Quality of relationships with other students.
- Quality of relationships with faculty members.
- Quality of relationships with administrative personnel and offices.

<i>Supportive Campus Environment</i>						
First-Year Students				Seniors		
	KY	Peer	National	KY	Peer	National
EKU						
Morehead						
Murray				+	+	+
NKU						
WKU		-	-		-	-
UK			-			
UofL			-	-		-
Notes: For the comprehensive institutions, the peer group represents other master's granting colleges and universities and for UK and UofL, the peer group represents other major doctoral granting universities. A negative sign indicates students at the Kentucky institution responded statistically ($p < .01$) below students in the peer group. A positive sign indicates students at the Kentucky institution responded statistically ($p < .01$) above students in the peer group. KSU is not listed in the table because they did not participate in NSSE 2005. KSU is registered to participate in NSSE 2006 and all Kentucky institutions are currently scheduled to participate again in NSSE 2007.						

Analysis

- According to NSSE, there is no difference in students' perceptions of how supportive their campuses are among first-year students. Seniors at Murray report higher levels than their counterparts at other Kentucky institutions and seniors at UofL report lower levels of campus support.
- For first-year students, six of the seven institutions perform at comparable levels to their peers and four of seven perform at comparable levels to the national norms.
- For seniors, five of the seven institutions perform at comparable levels to their peers and seniors at Murray report higher levels of support versus students at peer institutions.
- For seniors, four of seven institutions perform at comparable levels to the national norms. Murray's students respond at higher levels than the national norms, while seniors at UofL and WKU respond at lower levels.

Conclusion

In general, many students at Kentucky's public four-year institutions experience levels of engagement similar to their counterparts across the country. Of the 140 peer and national comparisons analyzed, 93 (66.4 percent) were equal to the comparison groups, 44 (31.4 percent) were below, and three (2.2 percent) were above the comparison groups. More favorable results were reported when Kentucky students were compared to students at their peer institutions. Approximately 77 percent of the comparisons were equal to or above the peer groups versus 60 percent compared to the national norms. However, this peer to national differential is not unexpected given the large percentage of small, private liberal arts institutions included in the national average.

There also appears to be an opportunity for representatives at Kentucky institutions to share some good practices among themselves given the positive results reported by first-year students at WKU for active and collaborative learning, seniors at ECU for student-faculty interaction, seniors at WKU for enriching educational experiences, and seniors at Murray for supportive campus environment.

Next Steps

This report is only one step in an ongoing discussion related to using student engagement and related student experience data to elevate the statewide dialogue on improving the quality of teaching and learning. In fact, two Kentucky institutions, Kentucky State University and Western Kentucky University, were recently highlighted in NSSE's 2005 Annual Report for creative ways of incorporating student engagement information into campus improvement efforts.

As part of the Public Agenda, the Council continues to monitor student and civic engagement as institutional key indicators of performance. The Council is also working on analyses to compare Kentucky's NSSE 2005 results to our first participation in NSSE 2001. The Council is also promoting a statewide workshop in May 2006 for teams of representatives from Kentucky institutions to gather and share information with experts on best practices.

Institutional Use of the Results of the National Survey of Student Engagement

At Western Kentucky University, the National Survey of Student Engagement figures prominently as an assessment tool in support of accreditation activities. Each institution applying for renewal of Southern Association of Colleges and Schools accreditation is required to develop a Quality Enhancement Plan, a carefully designed and focused course of action that addresses a well-defined topic or issue(s) related to enhancing student learning. WKU's QEP focus, *Engaging Students for Success in a Global Society*, uses NSSE results to gauge the plan's impact on the institution, and the survey will now be implemented annually. In fact, WKU was a featured institution in the NSSE 2005 Annual Survey Results report, *Exploring Different Dimensions of Student Engagement*, specifically in the chapter on *Using NSSE in Accreditation*. WKU is one of two public institutions that selected improvement in NSSE scores as the institutional choice key indicator for the performance funding system.

The University of Louisville is using NSSE results in multiple ways to support its upcoming SACS review and QEP development. UofL's QEP topic is *Ideas to Action and Critical Thinking Skills to Solve Community Problems*. NSSE is part of UofL's assessment of student learning outcomes in general education assessment. Additionally, the Task Force on Institutional Effectiveness developed the *Vision*Focus*Action Report* in 2002, based on NSSE results, to identify institutional changes to improve student learning outcomes.

Eastern Kentucky University also will be using the NSSE results in the upcoming SACS reaffirmation, in particular through the QEP process. ECU administrators are supporting the NSSE workshop to learn ways to increase the response rates and expand the use of the results.

Murray State University recently surveyed department chairs and found that NSSE results are used for programmatic accreditation and SACS. Also, the current task force is using NSSE to evaluate and make recommendations regarding general education. MSU posts online the results of both NSSE and the Faculty Survey of Student Engagement.

Institutions that have recently completed accreditation renewals and are further out from the QEP development, such as Northern Kentucky University and Morehead State University, have built NSSE data into their institutional assessments. MSU requires academic programs to assess student engagement in annual assessments and four-year reviews. Both the NSSE and the FSSE will be used in developing a strategy to support the institutional reviews.

NKU is the second university to select improvement in NSSE scores as the institutional choice key indicator for performance funding. NKU's Professional and Organizational Development Center has agreed to participate on a panel presentation, *Using National Survey of Student Engagement Results: Kentucky Faculty Perspectives*, at the 2006 Faculty Development Conference. Kentucky State University and WKU also have agreed to participate on the panel.

KSU is also noted in the NSSE 2005 Annual Survey Results report, *Exploring Different Dimensions of Student Engagement*, as an institution that used NSSE survey results to improve relations between KSU students and the local community and to streamline ways for students to get information about services on campus.

The University of Kentucky is using the NSSE results as an important indicator to support its strategic plan—*The Dream and Challenge*. Goal II of the plan, “attract and graduate outstanding students,” calls upon the university to engage students in rigorous educational programs and provide an environment conducive to success. One of the key indicators for measuring the success of this objective is to exceed the predicted levels of attainment on indicators of quality undergraduate education, as reported by seniors on the NSSE. Also, UK is hosting the Kentucky Engagement Conference in fall 2006 that will be co-sponsored by several Kentucky colleges and universities.

May 22, 2006